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ABSTRACT

The Madison (Minneapolis, MN) school program provides intensive instructional and treatment services to students 12 to 16 years old with serious emotional and behavioral problems. The primary goal of the program is to aid individual students to develop sufficient coping skills and self based behavioral controls so they can successfully return to the mainstream programs as quickly as possible. Program components include a curriculum in the basic skill areas, five interrelated classrooms, individual and group counseling, a point system to reinforce appropriate behavior and provide feedback, behavioral contracts, other reinforcements such as time out, parent involvement, community agency coordination, and use of volunteers and practicum students. Appendixes contain a behavioral objective sequence recording form, a behavioral objective sequence outline, a treatment plan form, a point sheet, and a contract form. (SBH)

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MADISON SCHOOL MODEL

MINNEAPOLIS PUBLIC SCHOOLS



SPECIAL EDUCATION
PROGRAM SERVICES



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Madison School Model

The History:

In the early 1960's public schools began providing special education programs for students with serious behavioral, social, emotional and learning problems. In the years that have followed many programs were developed throughout the country. Nearly all of those programs were for elementary aged children and were located in regular schools as special classes or resource rooms. By the late 1960s and early '70s many large districts had developed special schools, but again the major effort had been focused on elementary students. Throughout this time the schools were accepting an increasing role in the treatment of the emotionally handicapped, developing the skills to serve them and training personnel. As programs for the younger children became more and more common attention began turning toward secondary youth who emerged as the underserved or in many cases totally unserved group.

As this trend was developing across the nation it also occurred within the Minneapolis Public Schools. A full range of school programs were available for elementary students by the late sixties. In the early 70s increasing concern was being expressed for the junior and senior high groups. During the 1974-1975 school year a task force was assembled and a needs assessment completed. From their recommendations came the decision to create a special school program for the severely emotionally disturbed junior high age students, what is now Madison School.

Beginning with the 1975-1976 school year the Madison School program has been providing intensive instructional and treatment services to students 12 to 16 years old with serious academic and behavioral problems. The primary goal of the program is to aid individual students to develop sufficient coping skills and self-based behavioral controls so they can successfully return to the mainstream programs as quickly as possible.

Philosophy:

The model for the treatment approach at Madison is built on knowledge and assumptions drawn from social learning theory, developmental psychology and special education. The primary assumption is that behavioral and emotional disturbances

are the product of learning experiences. Helping students develop adaptive skills and positive self-concepts requires substituting undesirable behaviors with developmentally selected appropriate behaviors. Treatment or therapy is viewed as a learning process which involves all elements of the student's growth. Inherent in the philosophy are the following assumptions:

1. That normal and disturbed behaviors are learned in the same ways and are interwoven and often difficult to differentiate, thus treatment must include as many normal experiences as possible.
2. Physical and psychological development occurs in a hierarchy of stages and change is natural in "normal" and "disturbed children" alike. Constructive change occurs when maladaptive behavior is interrupted and sequentially substituted with appropriate behavior.
3. Individuals change in unique ways but the process is predictable in relation to the environment, past experiences and personal constituents. Treatment must be planned in relation to maturation and individual patterns of development, strengths and weaknesses.
4. Self-concept, confidence and willingness to risk grows out of pleasurable experiences. Treatment must provide the maximum opportunity for success experiences and feedback focused on constructive accomplishments.
5. Undesirable behaviors occurs for the same reason any behavior continues to occur. It is maintained by its reinforcing consequences. Desirable behavior can be made to replace undesirable behavior by systematically following desirable behaviors with reinforcers and removing reinforcement following undesirable behaviors.

The primary treatment approach focuses on managing the conditions under which the student attends school. This approach takes into account each student's emotional make-up, social skills, and academic achievement levels. It identifies and coordinates community and family resources to permit the process of growth to occur as efficiently as possible. Also, it identifies unique characteristics and special resources of the student's regular school when planning appropriate support and interventions for a successful re-entry into that mainstream program. The approach is, of necessity, interdisciplinary and ecological in nature, addressing the student's adaptation to the total school environment.

Operational Goals:

1. To increase the opportunities for each student to have successful social interactions with peers and adults in the school environment.
2. To increase the students asserted confidence with regard to his/her own competencies in social and academic achievement areas.
3. To assure as safe as possible an environment in which the students can work and learn.
4. To reduce the frequency of maladaptive behaviors, particularly assaultive/combative behaviors, and promote the practice of, and increase the frequency of positive adaptive behaviors.
5. To provide an ongoing diagnostic evaluative process which:
 - a) clearly describes target behaviors and entering achievement level;
 - b) plans and prescribes intervention techniques;
 - c) provides comprehensive feedback to the student on his progress; and
 - d) measures growth and progress in behavioral terms for each student and the general population;
6. To increase the number of positive responding behaviors individual students are able to make in any given situation.
7. Provide supportive and referral services to parents.
8. Provide supportive and training services to regular education and other special education personnel receiving students out of the program.

Population: (50 students, male and female)

1. Students living within Minneapolis who are seventh, eighth and ninth graders. Suburban students of the same grades are considered on the basis of space available only.
2. Student's primary presenting problem(s) is behavior which demonstrates serious social, behavioral or emotional problems including lack of control, consistently hostile, confrontive, abusive disruptive, is/or may be harmful to self or others, withdrawn or anxious.
3. Student's inappropriate behavior is demonstrated in most school situations including problems at home and in the community.
4. Student's inappropriate behavior has been demonstrated over a period of time and student has not responded to or benefitted from previous intervention efforts, including possible referral to community agency services.

5. While learning deficits may be extensive student demonstrates the potential to function within the average intellectual range.

Referral:

It is the responsibility of each neighborhood school to assess, plan and provide appropriate educational services to all students living within its attendance area. When the student support team along with the involvement of parents determine that the services it has been, or is able to offer are not adequate to meet the needs of an individual student a referral is made to the Special Education Referral and Coordinating Committee (S.E.R.C.C.) for further assistance in planning for the student. The referrals may be initiated in the home school by school staff, parents, the student or involved community agency persons. Referrals are screened by a standing member of the committee and an "Individual Education Planning" (I.E.P.) conference is held with representatives from S.E.R.C.C., the home school, any involved agency and Madison along with the parents and student to determine an appropriate program. If Madison is recommended the parents make a final decision to accept the placement following an orientation visit to the school.

Program Components:

The Staff Complement Includes:

1. The school coordinator to direct the program;
2. Five state licensed Special Learning and Behavior Problem (S.L.B.P.) teachers responsible for the classrooms;
3. One S.L.B.P. resource room teacher to provide diagnosis and testing to the seriously learning disabled;
4. Three state licensed support staff (social work, psychology) to provide case management, counseling and assistance to the classrooms;
5. Twelve Child Development Technicians to assist classroom teachers;
6. One school clerk to perform office duties;
7. One half-time L.P.N. to provide health services;
8. One part-time industrial arts teacher to provide shop instruction;
9. Three C.E.T.A. funded school aides to assist the resource room teacher;
10. Practicum students and selected volunteers offer additional supervised experiences.

The Curriculum:

Each student receives instruction in the basic skill areas of reading/English, math, writing and spelling tailored to their individual level of achievement and learning style. A wide range of materials and audio-visual equipment is available to accommodate individual as well as group instruction. Mini courses in social studies, science, art, cooking, creative dramatics and health are required, as is physical education which they have every day. Two special courses which were specifically written for the students - drug education and sex education are also offered during the year. In addition, a wide variety of elective courses are taught throughout the year, some of which include industrial arts, sewing, music, Black culture, Indian culture, crafts, botany, and different team sports. During the year as many as thirty different electives may be offered. Many of the electives include field trips as part of the class activities. Each classroom day ends with a "feedback session" in which the day is evaluated.

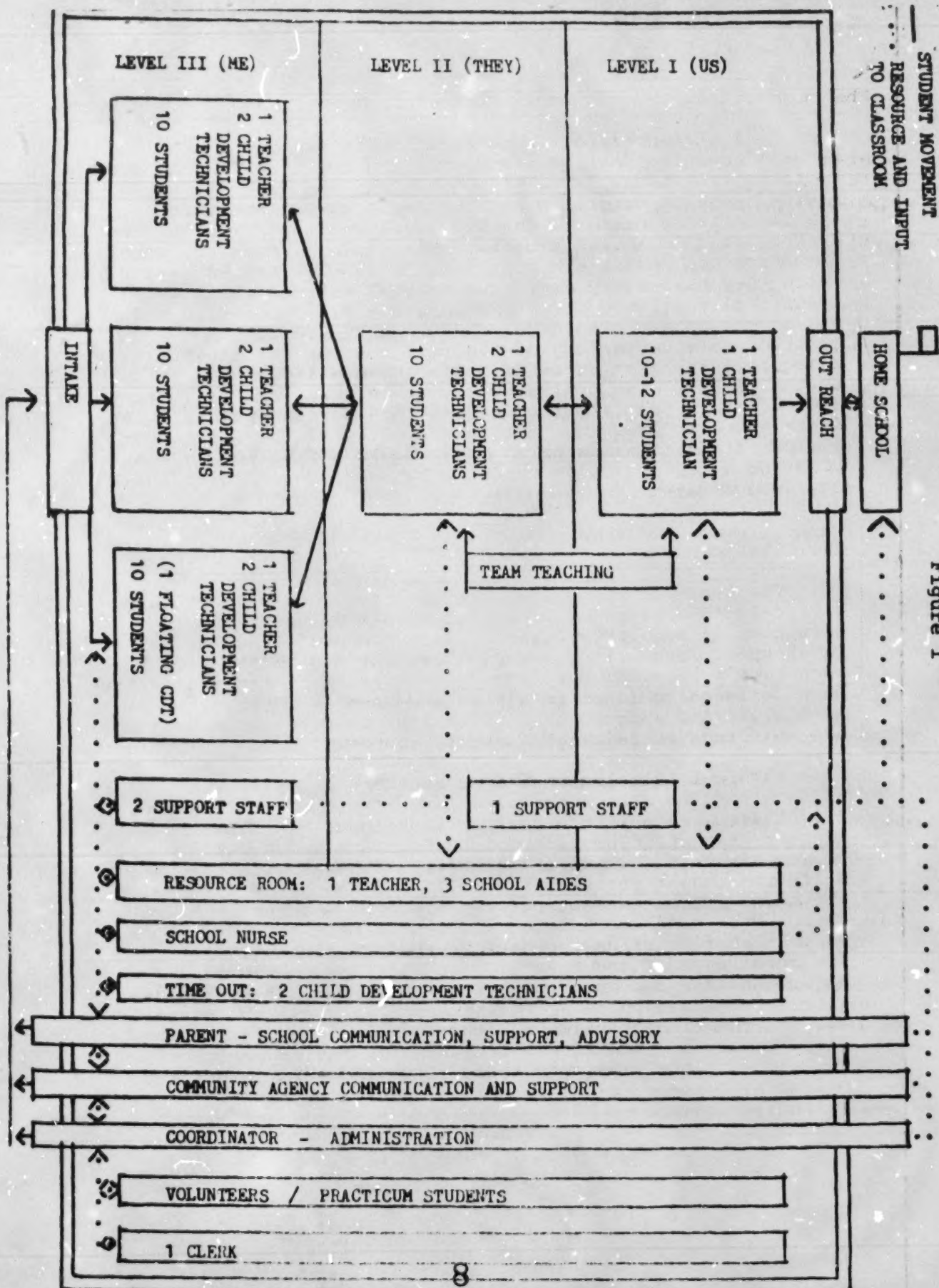
The Classrooms:

The heart of the program is its five carefully planned, interrelated classrooms. Each classroom is under the direction of a S.L.B.P. teacher with the assistance of Child Development Technicians and each student's case manager. Each room's physical environment and treatment procedures have been designed to function within a sequence of three levels with differing approaches to interrupt inappropriate behavior and reinforce increasingly adaptive behaviors.

Figure 1 illustrates the arrangement of classes at Madison and the assignment of staff. There are three Level III classes, each with a team consisting of one S.L.B.P. teacher, two child development technicians and a maximum of ten students. There is one Level II class with the same staff-to-student ratio as Level III and one Level I class. The Level I team consists of one S.L.B.P. teacher, one child development technician and ten or more students. One support staff carries the case management responsibilities for both Level II and Level I. In addition to the five homerooms is a resource room directed by a S.L.B.P. teacher with three aides which serves students from all the classrooms who are functioning below the third grade level in reading. They conduct all preplacement diagnostic testing and work closely with the classroom teams to develop, implement and evaluate treatment plans for all students.

MINNEAPOLIS PUBLIC SCHOOLS
MADISON SCHOOL MODEL

Figure 1



Each level has a developmental focus. Two sets of terms are used to describe the areas of focus. They are: Level III - "Me" and "Control", Level II - "They" and "Communication" and Level I - "Us" and "Cooperation." This model assumes that before individuals can learn to cooperate they must develop effective communication skills and that before they can communicate constructively they must have a general base of self-control. Also, it assumes that before an individual can feel a part of the group ("Us") he/she must have some understanding and respect for the needs and feelings of others ("They"), and that the foundation for growth is an awareness of personal needs and desires ("Me"). The goals focused on within the Level III classes are least like a regular school classroom and Level I is operated as much like a regular classroom as possible. The following figures provide a general description of each Level and a drawing of the classrooms. Figure 2 describes the goals and operation of Level III and Figure 3 illustrates the physical arrangement of the classrooms. Figure 4 and 5 describe Level II and its environment. Level I is described by Figures 6 and 7. The resource room and its physical arrangement are described by Figures 8 and 9.

Counseling:

Individual and group counseling are an important part of the program. All students are assigned to a support staff member who is the case manager and responsible for providing counseling beyond the classroom. Initially nearly all of the counseling is one-to-one. As the student progresses, supportive individual counseling continues as the emphasis shifts to group sessions. Counselors are available at all times during the students' day for crisis prevention and intervention, and they spend some time in the classrooms each day offering reinforcement and instructional assistance. The type of counseling provided is problem solving, personally supportive and reality oriented. In addition to the sessions with support staff, much of this type of counseling is provided throughout the day by the classroom staff as part of the total effort to help students confront and resolve problems successfully.

Figure 2

Level III: "Me", Control, Success, Pleasure

General Description: Individual Focus - Receiving, Responding, Trusting,
Learning Individual Skills.

Goals: Attend to the environment and willingly receive input

Trust adult sufficiently to respond

Use words to gain needs

Successfully participate in routines

Use words to affect others in constructive ways

Participate in selected activities with others

Attempt and successfully complete individual academic tasks

Permit adults to help

Seek adult help

Attempt new experiences

Accept responsibility for his/her own behavior

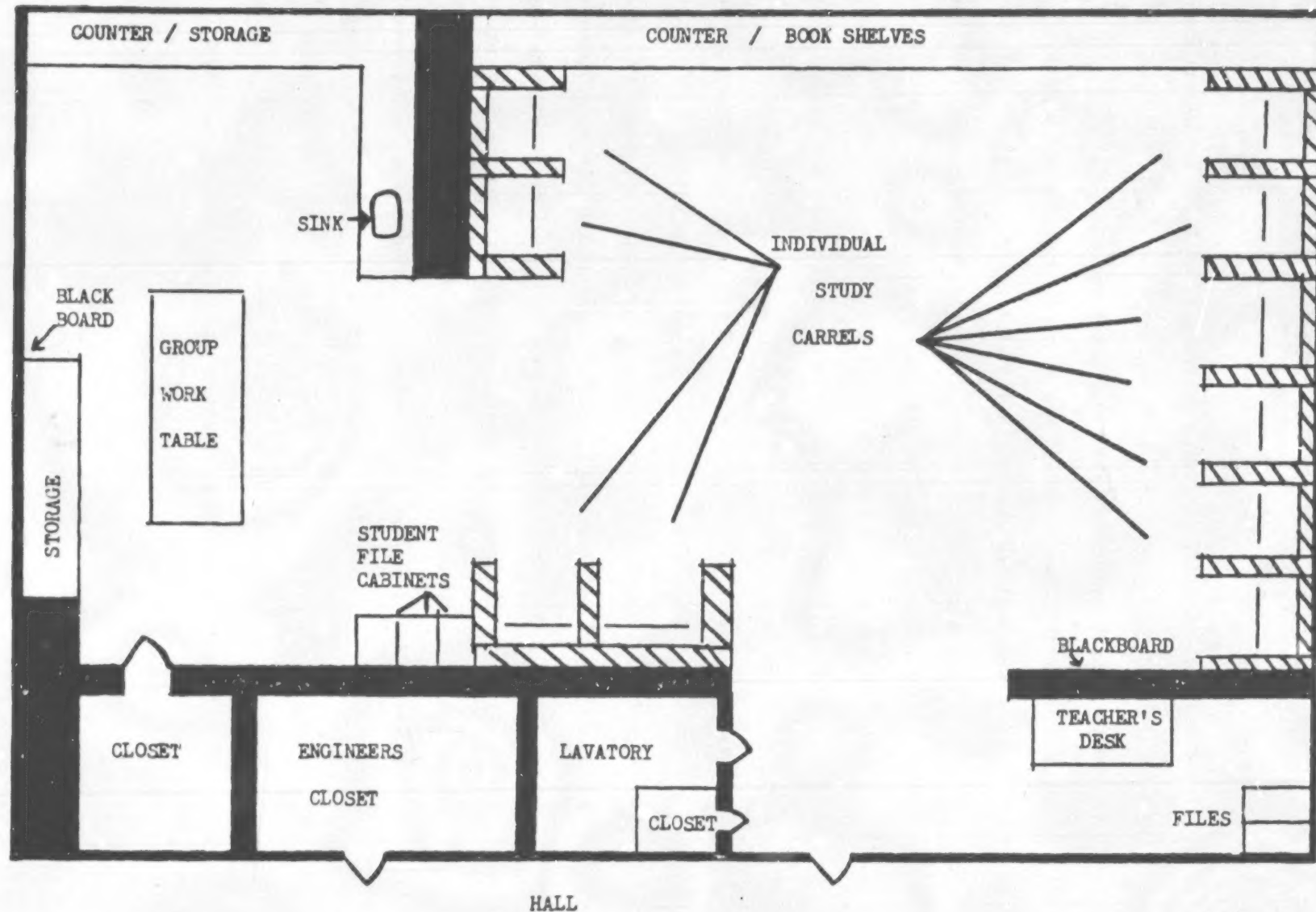
Teacher's Role: Arouse and satisfy basic needs, structure, environment,
reflect and insure successes, set limits.

Techniques: Individualizing, routine, controlled vocabulary, body language,
consistency, repetition, holding limits, redirections, choice
limiting, stimulating - arousing, rewarding, planned
consequences, individual counseling.

Intervention: Constant caring contact through selected academic and
social experiences, luring, guiding, supporting, frequent
contact with significant others.

Environment: Individualized space, controlled movement, selected
materials and equipment, uncluttered.

Figure 3
LEVEL III CLASSROOM



Level II: "They", Communication, Valuing

General Description: Applying Individual Skills To Group Procedures -
Becoming A Member Of The Group

Goals: Apply individual skills to group process
Contribute individual effort to group rules and success
Use words to express self in the group
Verbally express awareness of relationship between feelings and behavior
Find satisfaction in group activities
Value group success and make investment
Participate successfully in group academic and social activities
Sustained attention

Teacher's Role: Reflector of feelings and reality, encourage, holder
of limits, group leader and director.

Techniques: Feedback to individual and group, predictability, frequent
verbal cueing, group discussions and planning, group contingencies,
continued but decreasing individual rewarding and support,
expanding choices, expecting participation in group academic
and social activities, role playing, sharing.

Intervention: Frequent to intermittent, group focus, mostly verbal,
approximating real life, natural and logical consequences,
increased emphasis on academic learning experiences.

Environment: Continued individualized space, but emphasis on group space,
increased movement around classroom and building.

LEVEL II CLASSROOM

Figure 5

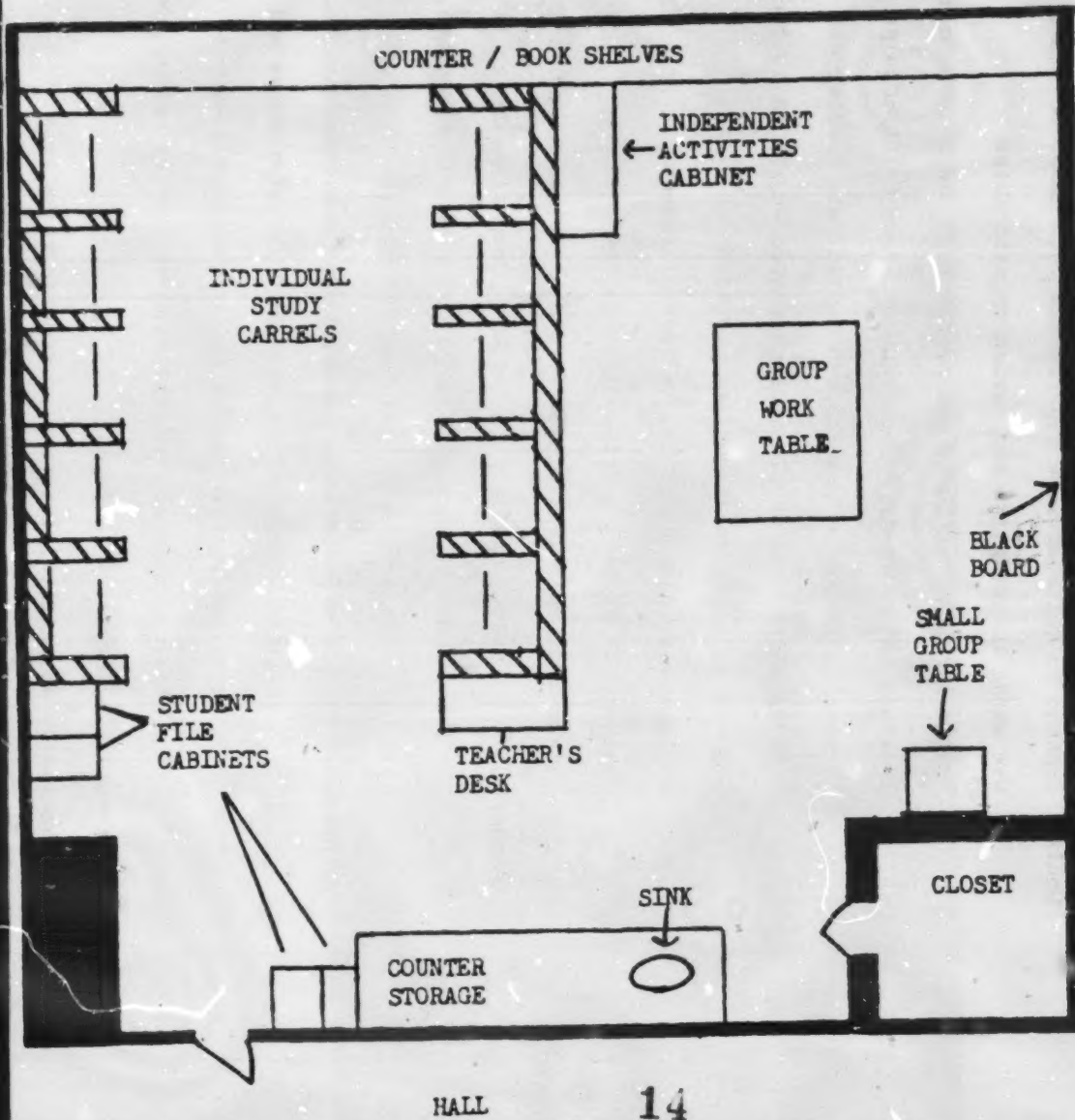


Figure 6

Level I: "Us", Cooperation, Initiation

General Description: Applying Individual/Group Skills In New Situations -
Generalizing, seeking

Goals: Respond to critical life experiences with adaptive - constructive behavior

Use words to establish and enrich relationships

Participate spontaneously and successfully as a group member

Initiate and maintain effective peer group relationships independently

Compare different values and synthesize into his/her own

Develop and invest in plan for continued education in the mainstream

Explore and plan vocational/career interests

Demonstrate concern for the welfare of others

Demonstrate problem solving attitude and skills

Demonstrate self-reliance in working independently and cooperatively

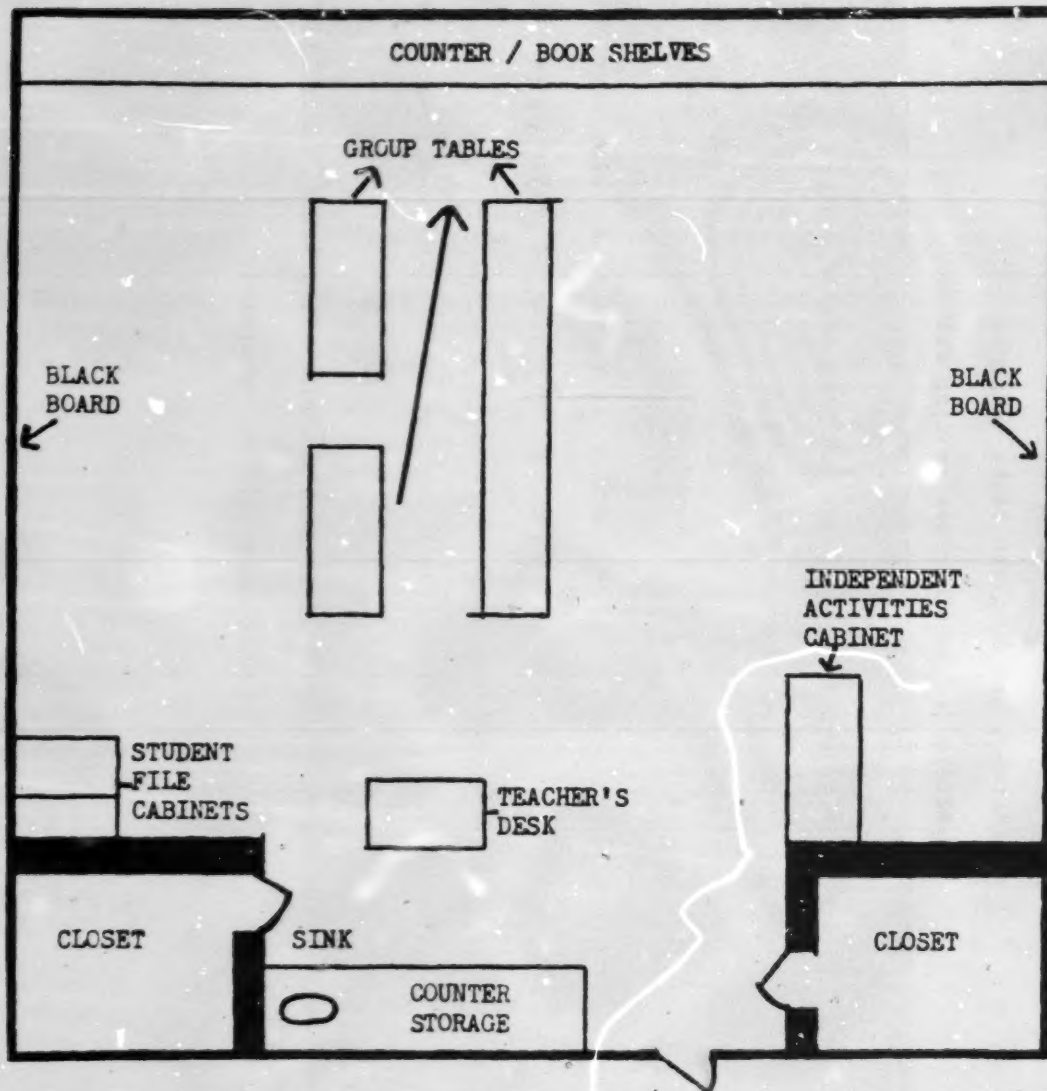
Teacher's Role: Guider, reflector, support, normalize instruction, project reality, encourage and reinforce self-direction, assist in return to mainstream and provide follow-up.

Techniques: Normal expectations, group, life space interviewing, clarify reality through providing real life experiences and challenges, emphasize social rewards and consequences, support in problem solving, natural and logical consequences, group counseling.

Intervention: Verbal, infrequent.

Environment: Normalized classroom, part-time mainstream.

Figure 7
LEVEL I CLASSROOM



HALL

Figure 8

Reading Resource Room: Academic Success

General Description: Individual Tutoring - Reading, Spelling, Writing

Goals: Accept tutorial help

Attempt and complete tasks assigned

Attain 3rd to 4th grade reading skills

Attain 3rd to 4th grade writing skills

Attain 3rd to 4th grade spelling skills

Remain on task for full period

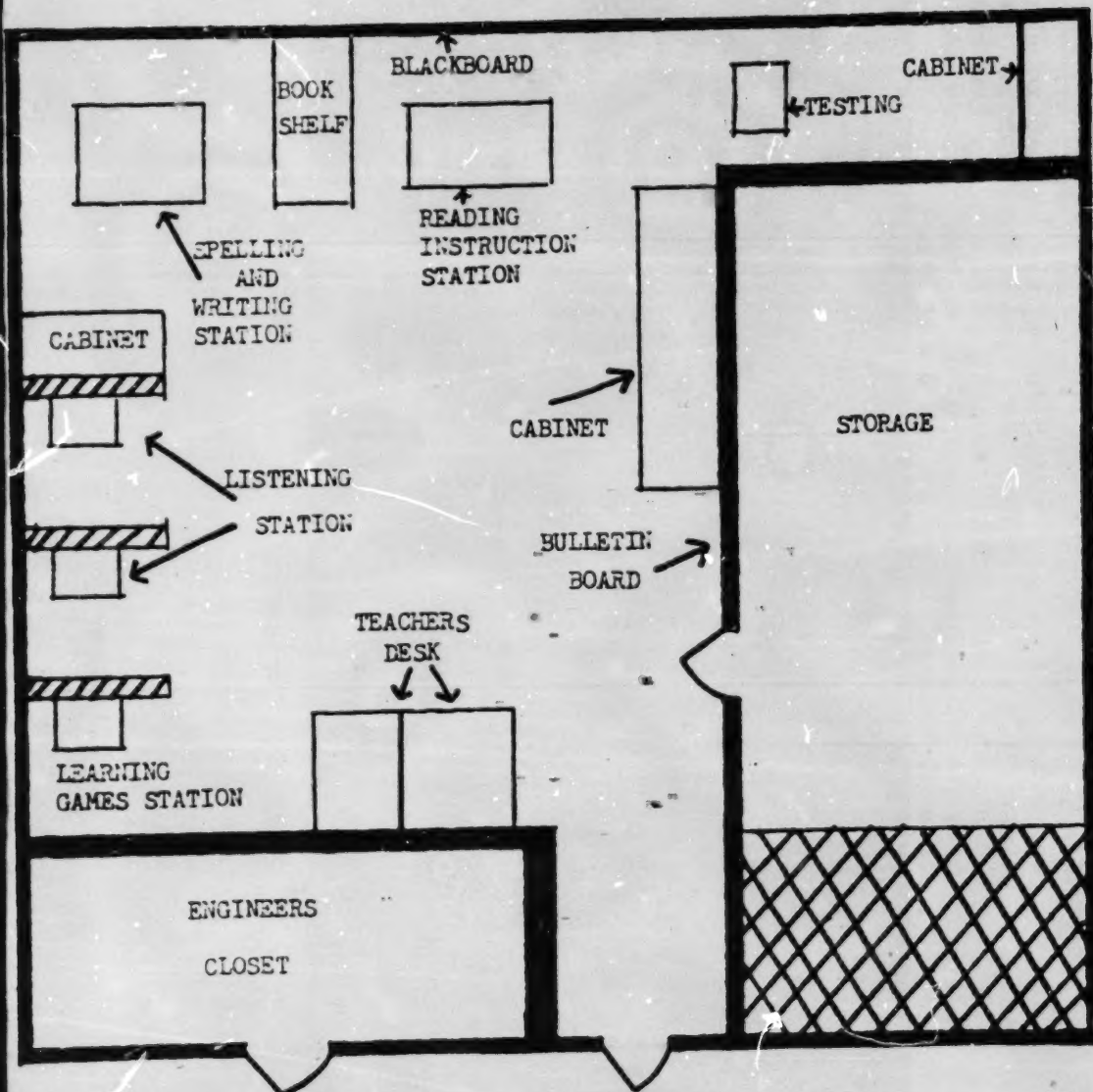
Teacher's Role: Structure environment, insure success via diagnostic -
perscriptive instruction.

Techniques: 1 to 1 individualized instruction, learning stations, varied
materials, consistency, repetition, charting, rewarding,
student tutors/models.

Intervention: Constant direction through routine step-by-step learning
activities.

Environment: Highly structured individualized space, controlled movement
selected materials and equipment.

Figure 9
RESOURCE ROOM



The Point System:

To help students acquire and maintain desired behaviors, a point system is used throughout the program to reinforce appropriate behavior and provide feedback. Points are awarded on half hour intervals throughout the day with a maximum of 5 points per period (one in each of five areas - "self", "work completed," "adults," "peers" and "environment"). For unusual accomplishments or progress toward high priority objectives students may earn up to 25 bonus points per day. The points can be accumulated and spent for a variety of tangible objects, activities and time in the student lounge where there is a pool table, ping pong table, foosball table, stereo music, tablegames, books and a pop machine. While points are used in all classes, as a student progresses increasing emphasis is placed on social rewards and satisfaction in achievement. Copy of the point sheet provided in the Appendix.

Behavioral Contracts:

Behavioral contracts are also an important component. Contracts may be initiated by the students or staff for any special objective, but one area where contracts are required is electives. All of the electives are high interest activity oriented classes. The classes are available to all students, but a contract must be signed with the student agreeing to expected behaviors. In exchange a staff member agrees to teach the class and obtain the materials needed. In addition to the elective classes which are available only by a contract a wide variety of reinforcers are provided for accomplishments. Among the most popular are horseback riding, movies and lunches at a fast food shop. Contracts are not intended to replace the point system, but rather to encourage extra effort and reinforce unusual achievements. Copy of the contract sheet provided in the Appendix.

Other Reinforcement:

While interrupting inappropriate behavior is an ongoing staff responsibility, emphasis in the program is on encouraging and reinforcing appropriate behavior. Social reinforcers such as praise and smiles are an integrated part of the teaching style at all levels and staff continually look for opportunities to give students positive feedback on their accomplishments. Other forms of reinforcement include phone calls and notes to parents, bringing the student to the office to inform the administrator, public announcements on the blackboard in the hall, certificates of achievement, and opportunities for special privileges. Every aspect of the program is designed to increase the likelihood of appropriate behavior and the opportunities for reinforcement.

Transportation:

Because many students must travel extensive distances to get to school and many of the students have demonstrated difficulties just getting to school, home to school busing is provided. Students travel on ten passenger vans with carefully selected drivers and aides. The school works closely with the bus company to insure that appropriate behaviors are consistently reinforced. Periodic meetings are held with the drivers to discuss ways to solve problems and provide support. Since a student's whole day may be affected by his bus ride, efforts to maintain appropriate behavior include awarding points for good rides.

Nutrition:

Each student's day begins with a breakfast prepared by the school district's central kitchen. The school also provides a hot lunch program.

Health Care:

The school nurse is an active member of the support staff assuring that the basic health and first aid needs of the students are attended to. In addition to the direct service to the students the nurse provides a liaison service to families and health agencies concerning medical matters.

Time Out:

For times when students' behavior is beyond the accepted or manageable limits of the classroom a highly structured "time out" room is available as an alternative to suspensions. Two skilled staff provide students with a place to be and demonstrate a readiness to return to the classroom. A student may be in "time out" as long as he needs to, but times begin at two minutes and average visit is approximately ten minutes. Detailed records and charts are kept, and the information is used to modify plans for individual students as well as the total program. The goal is to return students to their classrooms as quickly as possible following their demonstration of being prepared to return and to follow reasonable staff directions. Students may choose to come to "time out" if they find the classroom to stressful at a particular time and they may choose to stay in time out longer than the staff determine to be necessary if they continue to be uncomfortable about returning to class. Figure 10 shows the physical arrangement of the time out room with its three areas: reception, carrels, and isolation.

HALL

RECEPTION
AREA

STAFF
DESK

CARRELS

ISOLATION
"QUIET
ROOM"

ISOLATION
"QUIET
ROOM"

TIME OUT ROOM

Parents:

Parents are viewed as important partners in the students' development. Frequent communication with the parents is maintained via phone contacts, notes, and conferences. Services offered to parents include counseling if they wish it, referrals to other agencies, educational information on how to understand and cope with their student's problem(s) and reading materials.

Community Agencies:

More than 75% of the students at Madison have representatives from other agencies involved in their progress. County welfare workers, probation officers, group homes, family therapists, chemical dependency counselors and many others are in some way involved in the school program. School staff work closely with these agencies to coordinate a total treatment effort.

School District Resources and Programs:

Madison is a part of the total Minneapolis school system and has access to the resources which are available throughout the district. The film library, field trips, cultural studies materials, consultant support in curriculum, psychological services and mainstreaming options are among the many that contribute to students' success at Madison.

Volunteers and Practicum Students:

Many positive contributions are provided by supervised volunteers and college students who work with individual Madison students and offer varying group activities.

Service To The Community:

In addition to providing direct service to students, staff from Madison are frequently called on to make presentations to other professional groups. Inservices, workshops, and formal presentations are given to community agencies, schools, professional groups and college classes at Madison as well as at other sites.

The Operational Model:

The Madison program is committed to providing the best possible service to it's students with the available knowledge and resources. To accomplish this task its organizational structure and procedures have been developed and refined from the work of theorists and researchers such as Albert Bandura, applied behavior analysts such as Vance Hall and clinical settings such as the Rutland Center in Athens, Georgia. The treatment procedures have been drawn mainly from social learning theory. The organization and evaluation format have been adapted from the Rutland Center. Continuous evaluation of the program and its components is an integral part of the school and its further development.

Inherent throughout the program is the team concept in which trained staff, parents, community schools and agencies work together to plan and provide a successful educational experience for each student. The core of the model is the systematic organization of the classrooms, procedures, personnel and data based student evaluation.

Following the S.E.R.C.C. conference students are given a battery of diagnostic tests in reading, spelling, math, and writing. This information combined with that presented at the referral conference is reviewed at a staff meeting and the student is assigned to one of the Level III classrooms. The first two weeks following enrollment is a baseline observation period from which an Individual Instructional Plan (I.I.P.) and treatment plan are written. The primary instrument for evaluation from which instructional and treatment plans are written is the Behavioral Objective Sequence (B.O.S.). The B.O.S. consists of 230 sequenced objectives divided into five areas of 40 to 50 items. The areas are "Behavior," "Communication," "Socialization," "Academics," and "Counseling." Each area is divided into the three levels discussed above. The entire B.O.S., recording form and treatment plan form are included in the appendix.

The process for determining the beginning set of objectives the student must accomplish begins at the end of the baseline period. Based on daily observations the classroom team, support staff and ad hoc member record the student's performance on the B.O.S. beginning with the first item under the "Behavior" column. If that item has been demonstrated 90% of the time or opportunities it is marked with a "✓" on the recording form to show that it is mastered. The team continues marking items down the column until they reach an item which does not occur at 90% (a few items have a lower criterion for mastery). That item is marked with an "X" and automatically becomes an objective. This process continues

until four objectives have been identified and the last mastered item before what would be the fifth objective. The same process is then applied to the remaining four areas "Communication", "Socialization", "Academics" and "Counseling." The result is up to twenty objectives being identified. The team then writes an individual treatment plan ("Individual Instructional Plan") for each objective and how progress will be monitored. The plan will remain in effect for the balance of the current six week evaluation period. The process is repeated for all students on six week intervals throughout the school year. For students who demonstrate needs which are not addressed in the existing sequence "Individual" objectives are written, but those objectives must be within the focus of the Level. When the B.O.S. and treatment plans are completed each item is gone over with the student by his/her support staff counselor and teacher and the results are also discussed with the parents and any involved agency. The treatment plans also include how parents, agencies and community schools will be involved. These plans are then implemented by the team and progress is monitored daily.

A student remains in Level III until all Level III objectives are demonstrated for a six week recording period. The Level III team evaluates no Level II objectives, but on completion of the required objectives promotes the student to Level II where the process continues, beginning with a baseline assessment of Level II objectives. Likewise, the Level II team evaluates no Level I objectives and promotes to Level I upon accomplishment of its objectives. This process permits students and their parents to know exactly what skills the student must develop initially and all that will be expected before leaving the program. It also has the effect of restraining program staff from expecting students to work on higher level objectives than students are ready for and structures planning around demonstrated needs.

Exclusive of the B.O.S. each student's reading, writing, spelling and math assignments are individualized according to strengths, weaknesses and specific skills. While instructional strategies vary from one level to the next all students are assured of learning tasks which they can succeed at.

Student Progress Evaluation:

In the process described above students are formally evaluated every six weeks in contrast to the six month reviews required by Public Law 94-142 and it provides daily performance data. Progress reports are sent home every three weeks and to the home school every twelve weeks. Formal report cards are sent home every twelve weeks.

A Typical Student Day:

8:00 - 8:15	Arrival and Breakfast
8:15 - 9:00	English/Reading
9:00 - 9:30	Mini Course
9:30 - 10:00	Physical Education
10:00 - 10:30	Math
10:30 - 11:00	Independent Study or Lounge (earned recreation time)
11:00 - 11:20	Language Arts
11:20 - 11:40	Lunch
11:40 - 12:00	Independent Study or Basic Skills Drill
12:00 - 1:00	Electives
1:00 - 1:30	Feedback
1:30	Depart

A Typical Staff Day:

7:30 - 7:55	Team Preparation
8:00 - 11:00	Classes
11:00 - 11:30	Lunch
11:30 - 1:30	Classes
1:30 - 2:15	Team Meeting
2:15 - 3:15	Preparation/conferences; Mondays - combined teachers meeting; Tuesdays - full staff meeting.

In order to carefully plan and evaluate programs for individual students and to maintain the organizational system extensive communication among the teams and total staff is essential. To accomplish this staff have a minimum of twelve scheduled meetings per week excluding case conferences.

Staff Development:

The continuing growth of knowledge and technical skill is a fundamental expectation of staff. Individuals are encouraged to share from their expertise at full staff meetings, to attend conferences and workshops, to conduct informal and formal studies and present results and to continuously be open to new ideas. Also, six full days are set aside during the year for staff development.

Summary:

Madison School is a highly specialized public school program serving 12 to 16 years olds with serious behavioral, social, emotional and learning problems living within the city of Minneapolis. It's goal is to enable students to successfully return to the mainstream and provide a comprehensive, coordinated effort on the part of the schools, parents and community.

Visitors are welcome.

Appendix

Behavioral Objective Sequence Recording Form

Behavioral Objective Sequence

Treatment Plan Form

Point Sheet

Contract Form

Behavioral Objectives Sequence



Student _____ Raters _____ Date _____

Type of BOS: Baseline _____ 6th Week _____ 12th Week _____ 18th Week _____ 24th Week _____
 30th Week _____ 36th Week _____ Promotion _____

Behavior

Communication

Socialization

- 1 demon aware environ event
- 2 resp indepe
- 3 appear alert & able
- 4 attend 75%
- 5 remem daily schedule
- 6 use mat appr
- 7 wait turn w/o phys
- 8 accept change w/o outburst
- 9 no weapons
- 10 use equip appr
- 11 no mat disruption
- 12 use facil appr
- 13 accept posi phys cont
- 14 touch suitable manner
- 15 resp ang w/o phys
- 16 comply w/bus rules
- 17 attend non-acad act
- 18 part non-acad act
- 19 refrain stealing
- 20 class on time & remain
- 21 remain school duration
- 22 resp appr out sch
- 23 accept cues/counsel
- 24 anger w/o vb threats
- 25 resp prov vb body control
- 26 T.O. w/o phys
- 27 play/work w/o interferring
- 28 spon part routine
- 29 parti avoided act
- 30 change act w/o outburst
- 31 refrain # when others #
- 32 contr comp proced grp
- 33 resp appr to leader
- 34 initiate self removal
- 35 comp tasks assigned
- 36 sel appr act
- 37 job respon
- 38 move appr w/pass
- 39 speak appr others
- 40 self control failure
- 41 ful job respon
- 42 demon wait rewards
- 43 personal skills prob solv
- 44 begin/attend part-time main
- 45 accept sup main res

- 1 answer meaningful wds
- 2 vb exchange min info
- 3 resp appr greetings
- 4 ask for materials appr
- 5 vb recall grp rules
- 6 reasons grp rules
- 7 appr volume
- 8 wait acknow speak
- 9 speak clearly
- 10 wait speaker finish
- 11 eye contact/summary
- 12 pause/others to speak
- 13 topics in conver consis
- 14 part min discussion
- 15 stay on topic
- 16 accept fdbk beh/perf
- 17 recall events
- 18 resp req/direc w/o obse
- 19 exp feelings w/o obscenties
- 20 perform beh/task
- 21 converse clear
- 22 reply quest appr
- 23 follow vb direct grp
- 24 attend other stud speak
- 25 contribute rules
- 26 vb conseq/brk rules
- 27 tell appr way behave
- 28 spon parti grp discus
- 29 exp opinion appr
- 30 vb recog feelings others
- 31 vb share plans/consid
- 32 vb recog lack self-control
- 33 anger at appr source
- 34 initiate pos greetings
- 35 cont class discussion
- 36 actions others cues
- 37 vb direct peers to task
- 38 positive to self
- 39 praise/sup others
- 40 vb main schools
- 41 desire & plan to main
- 42 describe per strengths

(# = inappropriate behavior)

- 1 attend/adult beh
- 2 resp when called
- 3 org solitary entertain
- 4 parti vb sharing
- 5 resp request come
- 6 resp appr social interact
- 7 gesture of friendship
- 8 accept help
- 9 seek help on tasks
- 10 act w/student same area
- 11 appr attention adult
- 12 regard others possessions
- 13 sit grp listening act
- 14 accept praise from others
- 15 games according rules
- 16 part in adult act
- 17 resp adult interv/follow
- 18 allow actions bet others
- 19 refrain conflicts others
- 20 part grp act when asked
- 21 part coop act
- 22 take turns w/o reminders
- 23 share materials
- 24 sug activities to adults
- 25 relationship w/adults
- 26 accept help in crisis
- 27 conform grp decisions
- 28 develop friend by prefer
- 29 recog characteristics
- 30 accept/adhere game rules
- 31 accept criticism adults
- 32 accept new participants
- 33 sug grp act to grp
- 34 resp appr posi peer press
- 35 seek adult in crisis
- 36 part grp plng prob solv
- 37 difficult games
- 38 part act not asked
- 39 disapprove offensive beh
- 40 prefer among grp
- 41 support of another
- 42 obey new authority fig
- 43 part peer grp act
- 44 part grp plng & prb solv
- 45 leadership
- 46 resp appr neg peer pressu

AcademicsCounselingINDIVIDUAL

- 1 attempt tasks
- 2 accept adult help
- 3 memory dir w/o reminder
- 4 short mem content
- 5 write name etc
- 6 seek assistance appr
- 7 agree/complete testing
- 8 ref # correct errors
- 9 min part science
- 10 min part cooking
- 11 min part speech/drama
- 12 min part art
- 13 min part social studies
- 14 complete handwriting
- 15 complete spelling assig
- 16 part phy ed
- 17 one level to next math
- 18 one level to next read
- 19 complete sentence
- 20 work indep 20 min
- 21 complete daily read
- 22 complete daily math
- 23 accept help grp task
- 24 team gym 50%
- 25 actpart science
- 26 act part speech/drama
- 27 act part art
- 28 act part cooking
- 29 act part social studies
- 30 act part 1 elective
- 31 visit voc program
- 32 spelling 80%
- 33 3 sentence parag
- 34 1 book report
- 35 work indep 30-40 min
- 36 self chart progress
- 37 part occup unit
- 38 role play interview
- 39 role play mainstream
- 40 ALL phy ed
- 41 act part special class
- 42 project voc field
- 43 spelling 90%
- 44 4 sentence parag
- 45 3 book reports
- 46 complete all tasks
- 47 seek & work indep
- 48 work indep 40-50 min

- 1 attend sessions
- 2 attend on time
- 3 attend adult speaking
- 4 part vb
- 5 rec/vb feelings self
- 6 neg feelings adult
- 7 posi fdbk from adult
- 8 vb feelings self to adult
- 9 accept fdbk feelings
- 10 maintain eye contact
- 11 initiate vb interaction
- 12 remain appr phase
- 13 accept direction
- 14 vb recog has friends
- 15 approp emot resp
- 16 dem rec choices/select
- 17 vb log conseq beh
- 18 recall events
- 19 vb init pos adult
- 20 part short term plan self
- 21 handle daily contracts
- 22 attend w/o objecting
- 23 turns speaking
- 24 stay on counseling
- 25 vb conseq beh
- 26 accept pos fdbk peers
- 27 attend peer speaking
- 28 vb sit make angry
- 29 part long term plan self
- 30 feelings of self to peer
- 31 vb desire home sch
- 32 vb alt cur cop mech
- 33 exp emot approp
- 34 seek counseling avoid conf
- 35 hand not get own way
- 36 part compromise
- 37 part short term plan grp
- 38 accept leader
- 39 prov peer approp fdbk
- 40 express pride
- 41 part long term plan grp
- 42 grp rule making
- 43 determine & compare conseq
- 44 goal setting self
- 45 initiate compromise
- 46 vb home school charac
- 47 sup/praise appr beh
- 48 pref by differ charac
- 49 init/main interper relat

III Behavior

Comm

Soc

Aca

Counsel

Math Series/Level

Reading Series/Level

II Behavior

Comm

Soc

Aca

Counsel

Math Series/Level

Reading Series/Level

I Behavior

Comm

Soc

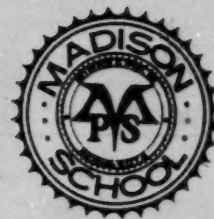
Aca

Counsel

Math Series/Level

Reading Series/Level

Special Education Division
Madison School
Minneapolis, MN



Behavioral Objective Sequence

Behavior: Level III

1. To physically or verbally demonstrate awareness of environmental events by looking in the direction of the event or responding to it (appropriate behavior not necessary).
2. To respond independently to play materials such as game, puzzle or object intended for play, and entertains self (verbal cues may be used; age appropriate play not necessary).
3. To appear alert and able to focus on activities (not excessively tired, under the influence of drugs, or excessively hyper).
4. To attend school 75% of the school days.
5. To remember routine daily schedule demonstrated by moving from one activity to the next without frequent reminders.
6. To use play materials appropriately (the intended real function of the materials).
7. To wait turn without physical intervention by teacher (verbal cues may be used).
8. To accept change in routine without emotional outbursts when reasons are explained.
9. To bring NO weapons or potential weapons to school 100% of the time.
10. To use classroom equipment and property appropriately when provided by the teacher without abuse and return to teacher or proper place.
11. To bring to school or display no materials which cause disruption to routine classroom operation (includes pets, drugs, distracting objects).
12. To use non-classroom facilities appropriately (adheres to bathroom, playground, lunchroom and hall rules).
13. To accept positive or friendly physical contact from others such as a pat on the back or hand shake.
14. To touch others in a manner suitable for home, school, neighborhood etc. (includes not clinging, no sexually suggestive or provoking behavior - not assault).

Behavior: Level III Continued

15. To respond when angry without hitting, kicking, spitting or pushing people (verbal abuse is not included).
16. To comply with bus riding rules (obtain reports from bus personnel).
17. To attend non-academic activities such as gym, electives, field trips etc. (encouragement and incentives may be used).
18. To participate in non-academic activities from beginning to end of class period 50% of the time.
19. To refrain from stealing.
20. To attend classes on time and remain for their duration (includes tardiness to school and leaving classes).
21. To remain at school for its duration daily.
22. To respond appropriately to people and situations outside of school (field trips, trips alone with adults; other adults).
23. To accept cue from adult for counseling and/or removal from situation when angry.
24. To respond when angry without verbal threats showing intent to harm someone.
25. To respond to deliberate peer provocation with self-control by ignoring, or requesting adult intervention.
26. To walk to "Time Out" without being physically moved by an adult.

Behavior: Level II

27. Plays or works without interfering with or disrupting work of others.
28. To spontaneously participate in routine class activities (verbal cues may be used but student displays some personal initiative to comply).
29. To spontaneously participate in non-academic activities previously avoided (without teacher cues).
30. To change activity without emotional outburst when change is announced.
31. To refrain from inappropriate behavior or breaking group rules when others in the group losing control (given verbal support by teacher).
32. To maintain self-control and comply with established procedures in group situations (given classroom structure and verbal support by teacher: demonstrates ability to routinely work in a group).

Behavior: Level II Continued

33. To accept choices for leadership in the group activities (either being selected or not being selected) and participate.
34. To respond when angry by initiating self-removal from the situation and/or seeking counseling in an appropriate manner.
35. To complete individual and/or group tasks assigned by teacher (includes putting away materials being used and cleaning up).
36. To self-select appropriate activities when assigned tasks are completed and not disrupt others.
37. Given a job, to fulfill responsibilities as expected under direct adult supervision.
38. To move through building appropriately with passes.

Behavior: Level I

39. To speak appropriately to others with no cues from adults (includes swearing, use of Mrs., Ms., Miss. or Mr., name calling etc.).
40. Maintains self control when faced with failure, problems, or disappointments.
41. To fulfill school job responsibilities as expected (with minimal adult supervision).
42. To demonstrate ability to wait for rewards (ex. to work on contract which may take several days or weeks to obtain).
43. To use personal skills for problem solving (task or social; relies on adult assistance only when necessary).
44. To begin, attend and participate regularly in part time mainstream classes including vocational programs when appropriate with support from Level I staff.
45. To accept and use support from mainstream resources (demonstrate ability to function successfully independent of support from the outreach staff).

Communication: Level III

1. To answer a student's or adult's request with recognizable, meaningful words (does not include non verbal gestures or responses).
2. To verbally exchange minimal information with an adult or another student either on request or spontaneously.
3. To respond appropriately to greetings and farewells from adults and peers without obscenities, put-downs, ignoring, etc.
4. To ask for materials in an appropriate manner (not demand, swear, shout, etc.).
5. To verbally recall group rules when requested by adult.
6. To give simple reasons for group rules..
7. To speak using appropriate volume in different situations..
8. To wait to be acknowledged verbally or by gesture before speaking.
9. To speak clearly without mumbling.
10. To wait until a speaker is finished before responding.
11. To demonstrate listening by maintaining eye contact or be able to summarize.
12. To pause and allow others to speak.
13. To initiate or pursue topics in conversation consistent with place, roles, or social situation.
14. To participate minimally in discussions (attend, listen and respond to direct requests for a response).
15. To stay on topic during a discussion until it is appropriate to change or the discussion is ended.
16. To accept feedback from adults about behavior or performance by allowing adult to state observations.
17. To accurately recall events when they are over (includes not lying).
18. To respond to requests/directions from adults without obscenities, name calling etc.
19. To express feelings about self or others to an adult without obscenities, name calling, racial slurs etc.

Communication: Level III Continued

20. Performs behaviors or tasks designated by verbal instructions when given directly to the individual.

Communication: Level II

21. To converse with people in various classes/situations, making self clear and understandable.
22. To reply to conversational questions appropriately.
23. To follow verbal directions when given to the group.
24. To attend when another student is speaking.
25. To contribute to making group rules.
26. To verbalize consequences if group rules are broken.
27. To tell others, more appropriate ways to behave in a given situation; individual focus (may not be able to implement the alternatives him/herself).
28. To spontaneously participate in group discussions.
29. To express own opinion appropriately about a new task or activity in which success is questionable with adults or peers.
30. To verbally recognize feelings in others either spontaneously or in response to questions.
31. To verbally share plans/considerations before acting in response to social or task situations.
32. To verbally recognize own lack of self-control and work with another to improve self-control rather than act out when dealing with a problem.
33. To verbally direct feelings of anger at appropriate source (at person, situation, object or self stimulus of anger).

Communication: Level I

34. To initiate positive greetings and farewells toward others.
35. To contribute to class discussions and activities by bringing in materials, relating personal experiences, suggesting ideas, planning projects and proposing solutions to problems.

Communication: Level I Continued

36. Uses actions of others as social cues (e.g. stands, whispers, shouts, quiet, etc.).
37. To verbally redirect peers onto task when appropriate.
38. To verbalize positive feelings and expectations about self.
39. To praise or personally support others.
40. To verbally demonstrate understanding of limits and expectations of mainstream schools.
41. To verbalize desire and plans for returning to the mainstream.
42. To describe personal strengths which will enable a successful return to the mainstream.

Socialization: Level III

1. To be aware of and attend to adult behavior.
2. To respond to adult when student's name is called (appropriate or inappropriate response is accepted).
3. To engage in organized solitary entertainment such as putting together puzzle, listen to music etc., with direction from teacher if necessary.
4. To participate in a verbally directed sharing activity (ex: can pass materials to another student in class).
5. To respond appropriately to adult verbal and non-verbal request. To come to the adult in non-crisis situations.
6. To respond appropriately to social interactions initiated by another student.
7. To approach another student(s) with verbal or physical gesture of friendship.
8. To accept help from an adult on routine tasks.
9. To seek help from adult on routine tasks.
10. To engage in parallel activities with another student working at the same table or in the same area (not necessary to interact).
11. To seek appropriate attention from adults by engaging in conversation or activity.
12. To recognize and display regard for the possessions of others (stays out of another's desk, asks permission to use another's possessions).
13. To sit quietly for more than 15 minutes when group is in a listening activity.
14. To accept praise from adults or peers.
15. To play simple competitive games such as cards or checkers according to rules.
16. To minimally participate in adult structured small group non-academic activities (includes feedback and other similar group situations).
17. To respond to adult intervention during a group problem/crisis by following directions given to the individual.

Socialization: Level III Continued

18. To allow interpersonal interactions between others without attempting to control them (accept others into the group, not demanding excessive peer loyalty).
19. To refrain from initiating conflicts between others.

Socialization: Level II

20. To participate in peer group activities when asked by peers.
21. To participate in cooperative activities or projects (adult structured).
22. To take turns without verbal reminders from teacher.
23. To share materials, and equipment (minimal verbal reminders from teacher).
24. To suggest activities or preference for recreational materials to the teacher for group activities.
25. To form positive relationship with more than one adult.
26. To accept adult help in crisis.
27. To conform to group decisions and participate despite personal disappointment or disagreement.
28. To indicate developing friendships by preference for a particular student or group.
29. To recognize and describe characteristics of others.
30. To accept and adhere to game rules including not getting upset or quitting when losing.
31. To accept constructive criticism from adults.
32. To accept new participants into an on-going activity.
33. To suggest appropriate group activity directly to peer group (without teacher participation).
34. To respond appropriately to positive peer pressure.
35. To seek adult help in personal and/or group crisis.

Socialization: Level II Continued

36. To participate in group planning and constructive problem solving (with adult structure).

Socialization: Level I

37. To play difficult games requiring skills, scoring and knowledge of rules.
38. To participate in peer-group activities when not asked.
39. To disapprove of offensive peer behavior by ignoring or actively discouraging it.
40. To verbally indicate preferences among members of the group by differentiating personal characteristics.
41. To physically or verbally assist another student in difficult situation; to come to support of another.
42. To obey newly-delegated authority figure (e.g. follows direction of substitute teacher).
43. Takes part in peer group activities such as clubs, teams, dances, parties.
44. To participate in group planning and constructive problem solving (with or without minimal adult participation).
45. To spontaneously demonstrate qualities of positive leadership.
46. To spontaneously respond appropriately to negative peer pressure.

Academics: Level III

1. To attempt academic tasks assigned, with help if needed.
2. To accept adult help on academic tasks.
3. To indicate short term memory for directions by proceeding without reminders.
4. To indicate short term memory for content by listening to story or presentation and respond with appropriate answers to questions.
5. To write full name, address, date and phone number from memory.
6. To seek adult assistance appropriately on academic tasks.
7. To agree to and complete academic testing.
8. To refrain from inappropriate behavior when asked by an adult to correct errors on academic tasks.
9. To minimally participate in weekly group science (must be at appropriate location - desk or table - and attempt some appropriate responses; need not complete task).
10. To minimally participate in weekly group cooking.
11. To minimally participate in weekly group speech/drama.
12. To minimally participate in weekly group art.
13. To minimally participate in weekly group social studies.
14. To complete handwriting exercises as prescribed.
15. To complete a weekly spelling assignment.
16. To participate in physical education class (need not be a group participation).
17. To progress from one level to the next in an individually prescribed math program (series and level _____).
18. To progress from one level to the next in an individually prescribed reading program (series and level _____).
19. To write a complete sentence correctly.
20. To work independently for periods of 20 minutes.

Academics: Level II

21. To complete daily reading assignment.
22. To complete daily math assignment.
23. To accept help from an adult on group academic tasks.
24. To participate in gym activities 80% of the time.
25. To actively participate in weekly group science classes (must complete assigned tasks).
26. To actively participate in weekly group speech/drama.
27. To actively participate in weekly group art.
28. To actively participate in weekly group cooking.
29. To actively participate in weekly group social studies.
30. To actively participate in at least one elective class.
31. To visit at least one vocational program.
32. To spell a weekly prescribed list of words at 80% accuracy.
33. To write a three sentence paragraph.
34. To write one written book report on a ~~book~~ read.
35. To work independently on tasks for periods of 30-40 minutes.
36. To self-chart or log reading and/or math progress.
37. To participate in an occupation unit including completing a "job file" (searching want ads, application forms, and social security forms).
38. To role play a job interview.

Academics: Level I

39. To participate in role playing academic activities which simulate mainstream classrooms.
40. To participate in ALL physical education team activities.
41. To actively participate in electives daily.

Academics: Level I Continued

42. To complete a study project on at least one preferred vocational field (includes writing a job description and responsibilities, skills needed, identifying real business organizations in that field and visiting at least one of them, and determining probable salary and advancement opportunities).
43. To spell a weekly prescribed list of words at 90% accuracy.
44. To write at least a four sentence paragraph containing a topic sentence and concluding sentence.
45. To complete two written book reports on books read.
46. To complete all assigned tasks.
47. To seek and work independently on academic tasks when assigned tasks are completed.
48. To work independently for periods of 40-50 minutes.

Counseling: Level III

1. To attend scheduled sessions.
2. To attend scheduled session on time.
3. To attend when adult is speaking.
4. To participate verbally in sessions.
5. To recognize and verbally acknowledge feelings in self (sad, happy, angry, afraid etc.).
6. To express negative feelings to adult.
7. To accept positive feedback from adult about behavior.
8. To verbalize feelings about self to adult.
9. To accept adult feedback about the students feelings.
10. To demonstrate attending by maintaining eye contact when responding or verbalizing.
11. To initiate verbal interaction toward adult.
12. To remain in appropriate place in session.
13. To accept direction from adult.
14. To verbally recognize that (s)he has friends.
15. To react to situations with appropriate emotional response - pleasure, anger, fear, sadness.
16. To demonstrate ability to receive choices and select for dealing with problems.
17. To verbalize understanding of logical consequences of behavior ("If I do this, then . . .").
18. To accurately recall events when they are over.
19. To verbally initiate positive interactions with adult.
20. To participate in short term plan for self (dealing with an immediate situation).
21. To handle daily contracts appropriately.

Counseling: Level III Continued

22. To attend scheduled sessions without objecting.
23. To take turns at speaking.
24. To stay on counseling task for the whole session.
25. To verbalize fact of consequences of own behavior.

Counseling: Level II

26. To accept positive feedback from peers.
27. To attend when peer is speaking.
28. To verbally describe situations accurately which make him/her angry or lead to a crisis (discuss after the student has calmed down).
29. To participate in a long term plan for self (at least one week - includes contracting).
30. To express feelings about self to peer.
31. To verbalize desire to return to home school or alternative.
32. To verbalize alternatives to current coping mechanisms (e.g. as opposed to blaming, denying, giving excuses etc.).
33. To express felt emotions appropriately.
34. To seek counseling when upset to avoid conflict.
35. To demonstrate ability to handle not getting his/her own way by verbally acknowledging the fact and conforming to the decision.
36. To participate in compromise.
37. To participate in short term plan for group - up to two weeks.
38. To accept designated leadership role in group (self or other).
39. To provide peers with appropriate feedback within adult provided structure.

Counseling: Level I

40. To use verbal/physical behavior to express pride.
41. To participate in long term planning from group (two to five weeks).
42. To contribute to group rule making and regulations.

Counseling: Level I Continued

- 43. To determine and compare consequences of actions given a choice of two or more.
- 44. To initiate goal setting for self.
- 45. To initiate compromise.
- 46. To verbalize understanding of home school characteristics, expectations, limits, options. etc.
- 47. To verbally support and praise others for appropriate behavior.
- 48. To verbally indicate preferences among group members by differentiating personal characteristics.
- 49. To initiate and maintain interpersonal and group relationships with adults and peers.

Treatment Plan

Student _____ Date _____ RL _____ 6 WK _____ 12 WK _____ 18 WK _____ 24 WK _____

Team/Level _____ 30 WK _____ 36 WK _____ Other _____ Promotion Yes _____ No _____



Objectives

Plan: Be Specific

Monitoring

A. Behavior

#

PP FC DR TS IR

B. Communication

#

C. Socialization

#

D. Academics

#

Objectives

Plan: Be Specific

Monitoring

E. Counsel

PP FC TS IR

F. Family Contact

G. Agency

Person

1.

2.

H. Home School

Contact Person

1.

2.

Other Notes:

46

47

PP - Permanent Product FC - Frequency Count Dr - Duration Recording TS - Time Sample IR - Interval Recording

Reviewed by

Date

Madison School Daily Point Card

Name _____

Date _____

Time	Activity	Self	Work Complete	Other Students	Adults	Environment	Bonus	Points Earned	Staff Initial
	Bus Tickets								
8:00	Arrived								
8:30	Begin Work								
8:30									
9:00									
9:00									
9:30									
10:00									
10:00									
10:30									
11:00									
	Lunch								
11:00									
11:30									
11:30									
12:00	Elective								
12:00									
12:30									
12:30									
1:00									
1:00	Feedback								
1:30	Store								
1:30	Departure					48			
Total									

MADISON SCHOOL
CONTRACT

I, _____, agree to do the

following: _____

In exchange, _____ agrees to do

the following: _____

Bonus Clause: _____

Signed, sealed, and witnessed this ____ day of _____

19____. The above mentioned parties do hereby agree

to all terms of this contract.



(Student)

(Staff)

(Staff)